

**SIG Form 1–Application Cover Sheet****School Improvement Grant (SIG)  
Application for Funding****APPLICATION RECEIPT DEADLINE  
July 2, 2010, 4 p.m.**

Submit to:  
California Department of Education  
District and School Improvement Division  
Regional Coordination and Support Office  
1430 N Street, Suite 6208  
Sacramento, CA 95814

**NOTE:** Please print or type all information.

<b>County Name:</b> Sacramento		<b>County/District Code:</b> 34-67447
<b>Local Educational Agency (LEA) Name</b> San Juan Unified School District		<b>LEA NCES Number:</b> 0634620
<b>LEA Address</b> 3738 Walnut Avenue		<b>Total Grant Amount Requested</b> \$3,633,522
<b>City</b> Carmichael	<b>Zip Code</b> 95608	
<b>Name of Primary Grant Coordinator</b> Roger Stock		<b>Grant Coordinator Title</b> Assistant Superintendent, Secondary Education
<b>Telephone Number</b> 916.971.7119	<b>Fax Number</b> 916.971.7686	<b>E-mail Address</b> roger.stock@sanjuan.edu
<b>CERTIFICATION/ASSURANCE SECTION:</b> As the duly authorized representative of the applicant, I have read all assurances, certifications, terms, and conditions associated with the federal SIG program; and I agree to comply with all requirements as a condition of funding. I certify that all applicable state and federal rules and regulations will be observed and that to the best of my knowledge, the information contained in this application is correct and complete.		
<b>Printed Name of Superintendent or Designee</b> Glynn Thompson, Chief Academic Officer		<b>Telephone Number</b> 916.971.7216
<b>Superintendent or Designee Signature</b>		<b>Date</b>

**Collaborative Signatures:** The SIG program is to be designed, implemented, and sustained through a collaborative organizational structure that may include students, parents, representatives of participating LEAs and school sites, the local governing board, and private and/or public external technical assistance and support providers. Each member should indicate whether they support the intent of this application.

[illegible]

## SIG Form 3–Narrative Response

Respond to the elements below. Use 12 point Arial font and one inch margins. When responding to the narrative elements, LEAs should provide a thorough response that addresses **all** components of each element. Refer to *Application Requirements*, B. Narrative Response Requirements on page 22 of this RFA, and the SIG Rubric, Appendix A.

### i. Needs Analysis

Response:

#### **Encina High School: Background and Context**

Encina High School is a comprehensive high school located in the San Juan Unified School District. Encina is the only school within the district that is listed in Tier II on the State's Persistently Low Performing School List. The district does not have any Tier I schools.

Encina serves a diverse student population consisting of 732 students of which 23.5% are African American, 5.7% Asian, 38.7% Hispanic Latino, and 27.2% White not Hispanic. The schools free and reduced lunch rate, an indicator of poverty, is 81.5%. and 22.1% of the students are identified as English language learners. The school runs on a 4 X 4 block system. The school site also houses a program for pregnant and parenting teens, a business academy, and a doctors and nurses health academy.

In 2006, in an effort to address declining enrollment and test scores, Encina High School engaged in a modified redesign process. While this process did not require a change in leadership it did require that teachers recommit to the school and its goals and objectives and allowed those teachers who did not want to commit to opt out of the school. Although this resulted in minimal changes to staffing it did provide a renewed commitment to working with students of poverty and ensuring that they had access to post secondary options, with a particular focus on college readiness. In addition to staffing changes the school continued its focus on the use of Explicit Direct Instruction and data analysis. The school also created articulation agreements with American River College to provide instructors on the Encina campus who teach college level math and science courses. This work resulted in some successes, as can be seen in the data that follows, but these areas of growth were scattered and did not endure much beyond the first year.

The process used to assess Encina High School reflects both the district's past and present. It includes a review of program implementation successes and failures, analysis of data trends over time, and reflection on turnaround work done, by the district, at both Jonas Salk High Tech Academy and San Juan High School. It incorporates research on best practices and seeks to be precise about what we do and how it affects the instructional core. In our analysis we relied on answering essential questions that were developed to identify issues around the level of knowledge and skill that the

teacher brings to the instructional process, the level and complexity of the content that students are asked to learn, and the role of the student in the instructional process<sup>1</sup>.

### **Assessment Instruments Used**

The site and district used multiple measures to determine the school needs and identify which of the four school improvement models to choose. Multiple measures allow us to develop a deeper understanding of the school site which in turn allows us to identify and target areas of weakness in the instructional core. In addition to the measures listed we conducted focus groups with students and staff to validate assessment results and further identify areas of need to support student learning, engagement and socio-economic needs. These assessment instruments and results we reviewed included: STAR, CAHSEE, CELDT, Academic Program Survey, Academic Performance Index, Adequate Yearly Progress (AYP), graduation rates, SAT results, A-G completion, UC/CSUS eligibility, suspension/expulsion data, parent survey data, and California Health Kids Survey (CHKS) resiliency data.

### **LEA and School Personnel Involved**

Gathering of data was a collaborative effort and included current site administration, school leadership team, Donna O'Neil, Director of Assessment, Evaluation, and Planning, Roger Stock, Director of High Schools, Larry Graser, Director of Human Resources, Tom Alves, Executive Director San Juan Teachers Association, Bruce Armes, Lead Counselor, Stacy Spector, Director Office of Professional Learning and Innovation, and Joe Wood, Technology Integration Specialist. These individuals identified data indicators and provided information on each of the data points reviewed as part of the identification of the intervention model and development of this application.

Further, as part of the analysis of the data, the district engaged key stakeholders in conversations and review of the data points to identify specific needs. These stakeholder included: The San Juan School Board (see attached board meeting minutes), Superintendent's Cabinet, Encina staff, San Juan Teacher's Association, Encina Site Council, English Language Advisory Committee, Student Council (see attached minutes), Student's Reaching Out Club, the district's Curriculum and Standards Committee (see attached minutes), and members of the Encina Community, including the Point West Rotary, Encina Alumni Association, and Fulton El Camino Park and Recreation District. (Minutes are only available from those meetings identified as public)

It is important to note that prior to identification as a persistently low performing school the Encina staff, representatives of our teachers union, and district personnel engaged in collaborative conversations to address concerns about Encina's academic and socio-

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<sup>1</sup> City E. A., Elmore R.F., Fiarman S.E., and Teitel, Lee *Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning* Harvard Education Press, Cambridge, MA 2009

economic indicators. This work examined the following essential questions and provided additional information for the development of this application narrative:

- What is our joint internal and external communication plan for this work? How is this work done in a collaborative process so we are public in our reflection and thinking?
- Who should be on our joint “Encina Design Team” during the first year of the work?
- What is the role and timing of external partners? During planning? During implementation?
- How do we balance the need to be a “community based” school along with the need to be a “destination” school?
- When do we signal the move from thinking/considering to action, and how to communicate this to Encina staff/students/parents and School Board?
- How do we incorporate lessons learned from the reconstitution of Jonas Salk and San Juan High School to apply these to the work at Encina?

Additional information on consultation with relevant stakeholders can be found in section xi beginning on page 16.

### **Process for Analyzing Findings and Selecting the Intervention Model**

All analysis of data and instructional practices within the San Juan Unified School District is built around our theory of action which states that:

In San Juan Unified School District we believe that learning achievement by all students as a means to eliminate the achievement gap will only occur when the quality of instruction improves, and that improvement is commensurate with the continuous development of leadership capacity to:

- Understand and recognize powerful instruction
- Lead and guide focused professional development
- Confront and address issues of equity
- Engage in problem solving and critical inquiry
- Utilize data to inform and assess decisions
- Target and align resources

In support of our theory of action, and the selection of an intervention model, we reviewed academic achievement data disaggregated by significant sub-group including: Hispanic and African American students, English learners, and socio-economically disadvantaged students. We examined current professional development activities that support administrative and staff understanding and recognition of powerful instruction and their growth as instructional leaders. We reviewed the use of data to inform instruction at the site and how resources were aligned to support changes in instructional practices as a result of data analysis. Additionally, we reviewed data from the academic program survey, which is detailed in the section that follows.

Relevant data was presented to students, staff, parents, and the community in various

forums detailed in the section xi and included: School Site Council, District Board of Education Workshop at Encina and District Board meeting, parent forum, staff meeting, and District Curriculum, Standards and Instructional Services Board Advisory meeting. Each of these groups provided input on the needs analysis and contributed a range of perspectives on how best to meet the needs identified.

Finally, our analysis included the use of focus groups to substantiate data findings and analysis results and to further inform our identification of needs and selection of an intervention model. Focus groups were conducted with students, parents, and teachers. Focus groups were asked the following questions:

What does a school community need to do well to support all students in learning and achieving?

What is the single most important change that might be made which would improve learning at Encina?

What would you do to improve communication between students and adults?

Results from focus groups are discussed in detail in the intervention selection section beginning on page 5.

### **Findings of use of state adopted standards-aligned materials and interventions**

The district reviewed data from Encina's Academic Program Survey to provide additional information about the current structure of the instructional program at the site and further assist in determining areas of strength and weakness.

#### **Curriculum pacing and instructional time**

Although the school site indicates that it fully implements standards-aligned instructional and intervention materials they are still struggling with curriculum pacing, indicating only partial implementation, and identification of key elements needed to support the instructional core program. The master schedule allocates appropriate daily instruction time in reading English language arts (ELA) and mathematics. This time provides all students including English learners and students with disabilities with sufficient instruction and practice in order to master grade-level standards. Encina's master schedule is built around a 4 x 4 block, with courses offered in 90-minute periods allowing students to complete a yearlong course in a single semester. This structure may contribute to the difficulty staff is having with pacing guides, which are generally geared towards a traditional schedule. This structure also presents concerns for struggling students who often only have mathematics or English for half of the school year, it also presents difficulties for advanced placement courses.

#### **Amount and types of staff PD, collaboration and instructional support**

Current principal and vice principals received AB 430 training in instructional materials but indicate only partial implementation of on-going targeted professional development in the areas of observational protocols, facilitation of meetings, participation in English learning professional development, and effective communication with teachers, and parents. The school site administration did participate in training on the use of *DataDirector* but did not participate in follow up data analysis training.

Teachers have access to professional development and collaborative planning time each Thursday. All school sites within the San Juan Unified School District bank instructional minutes allowing for an early release day, each Thursday. This provides teachers with 1.5 hours each week to engage in professional learning opportunities. The professional learning is developed by the schools elected leadership team based on identified needs, analysis of data, or areas of focus. Collaborative Thursdays include area/course level team meetings, opportunities to review student work and data, and review of research based instructional practices.

Use of student data, alignment of resources, and staff effectiveness

The district provides and supports the use of *DataDirector*, an online data management system, for use by all administrators and teachers. *DataDirector* allows school staff to access detailed information on student academic indicators, including State standardized tests, district benchmarks, formative and summative assessments. As part of its support the Office of Assessment, Evaluation, and Accountability provides regular trainings to administration and staff in the use of *DataDirector* to inform instructional practices.

The district and site fully allocate resources, both general and categorical, to support implementation of the core adopted program. The district requires that school sites provide detailed budget information and link expenditures to goals and activities in their single plan for student achievement and in support of the district's strategic plan.

Of the current 2009-10 teachers at Encina High School all are fully credential to teach in their subject area and 90% are identified as highly qualified under No Child Left Behind.

## **ii. Selection of Intervention Models**

Response:

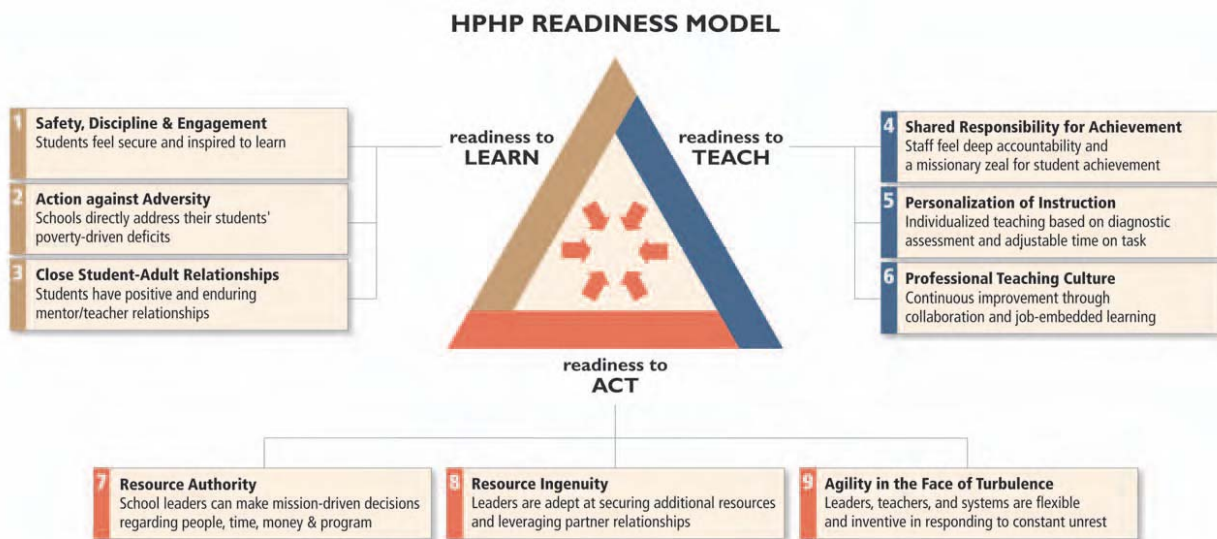
### **Process for selection of intervention model**

The process for selection of the intervention model actually began in December of 2009 when district staff and the San Juan Teachers Association began to have conversations about Encina. These conversations lead to the development of a redesign plan for the school that included many of the components of the Turnaround Model. Building on this work and the review of relevant data the district sought input from relevant stakeholders from the site, and the community. Details on the process used to select the model including the district theory of action and essential questions can be found in the needs section beginning on page 3.

All input was provided to the Superintendent's Cabinet who considered all of the information and options and identified the Turnaround Model as the selected model for Encina High School

### Rationale for selection of the intervention model

The rationale for the selection of the intervention model is based on work described in the *Turnaround Challenge: Why America's best opportunity to dramatically improve student achievement lies in our worst-performing schools*, Mass Insight 2007. This work provides an extensive framework to address effective school reform. In particular they identify how high-performing, high-poverty schools "do it" with the HPHP Readiness Model shown below:



This model contains all of the components found in the Turnaround Model and will provide the school site with the necessary foundation from which to build long term effective change. In particular this model focuses on issues around readiness to teach. This is supported in the need analysis from the Academic Program Survey and the data that follows and indicates that teachers need to be provided with additional collaboration and job embedded learning. Although teachers currently use *DataDirector* they have not received additional training that would allow them to develop deeper skills in analysis and assessment development. Finally, through the reconstitution process all teachers will feel the same sense of mission and accountability for student learning.

In the area of readiness to learn, the model and the data that follows support a strong need for "action against adversity" to directly address Encina students' poverty-driven deficits and to establish close student adult relationships. The incorporation of increased time and support in the Turnaround Model encourages this work.

Readiness to Act, the final component of the model is directly aligned to the Turnaround Model and supports the need to implement a different redesign model at the school. As discussed in the needs assessment, Encina went through a modified redesign in 2006 with only minimal success. This makes a strong case for implementing a model that not



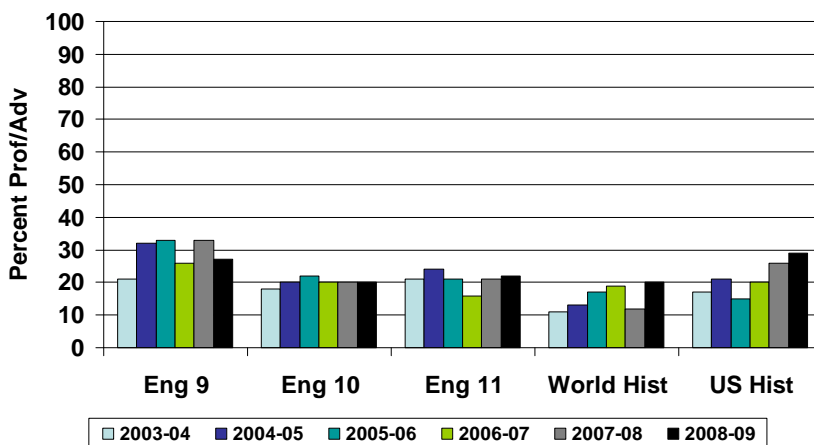
only replaces administrative and teacher staff but also allows for a change in the governance structure that gives the administration and leadership authority over decisions regarding people, time, money, and program and the flexibility to be innovative in responding to barriers to implementation of a strong instructional core. Finally, leaders in this model are also expected to demonstrate and be adept at securing additional resources and leveraging partner relationships.

### Data that supports selection of the intervention model

The following specific data was reviewed by the SJUSD Board of Education, staff, students, parents, and community stakeholders and used to determine the selection of the appropriate intervention model.

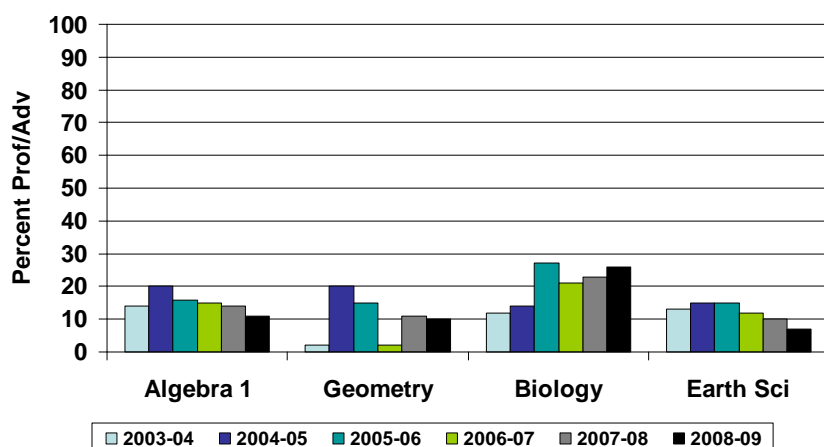
Academic Data Indicators:

## STAR Results: English & Social Science



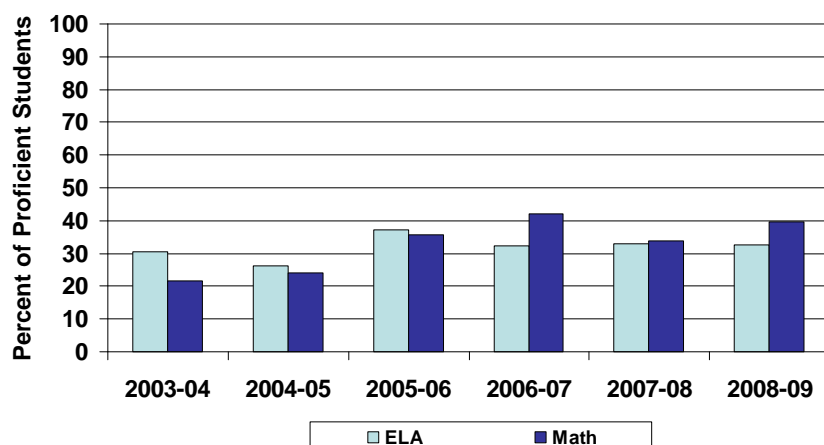
Performance on the state tests in English and History over the past several years show proficiency rates between 20 and 30%. Performance in ninth grade English, World and US History reflect some progress, while tenth and eleventh grade English performance is static.

## STAR Results: Math & Science



Math and science performance is of great concern, with proficiency rates in Algebra 1, Geometry and Earth Science below 20%. Only Biology performance has shown an increase.

## CAHSEE Proficiency on ELA, Math



Over the past several years, the percent of tenth grade students scoring at the proficient level has increased in both ELA and math. However, the percent of tenth graders scoring proficient on CAHSEE continue to be 40% or less.

The data presented demonstrates minimal gains in achievement after the modified redesign occurred in 2006 and those gains were not maintained over time. Additionally, we have seen a steady decline in the proficiency rates of English learners, Hispanic, and socio-economically disadvantaged students. This indicates that the changes implemented, as part of the previous redesign, did not address all of the barriers to learning that existed on the campus, and supports the need to not only reconstitute the school administration and staff, as required under the turnaround model, but also create a professional teaching culture of continuous improvement through collaboration and

job-embedded learning, personalize instruction based on a clear understanding and use of data, and create a culture of shared responsibility for achievement.

In addition, the schools state ranking has remained stagnant and their similar schools ranking has dropped, this further supports the data indicating that previous reform efforts have not resulted in long term changes and improvement in student academic achievement.

Socio-emotional data was reviewed to add depth of understanding to current climate and culture of the school and determine student and parent responses to the environment. Data from the California Healthy Kids Survey, Resiliency Module indicates that only 20% of Encina 9<sup>th</sup> graders scored high in external assets in the school environment as compared to 28% in the district as a whole. Additionally, only 7% of 9<sup>th</sup> graders indicated they had opportunities for meaningful participation, this data was further supported in focus groups conducted with Encina students. Thirty percent of 9<sup>th</sup> graders indicated they had been in a physical fight on school property and 31% indicated that they feel so sad/hopeless, almost every day for 2 or more weeks, that they stopped doing some social activities. Suspension and expulsion rates for the school also demonstrate the lack of school connectedness with 14 expulsion (13 of which were for violence or drugs) and 1123 suspensions.

This data supports the need to provide socio-emotional and community support services on the campus to address students readiness to learn by providing a safe and secure environment, opportunities for positive and enduring relationships with adults and taking direct action against the barriers to learning faced by students of poverty.

#### Parent Survey Results

Parents survey results demonstrate a high level of parent satisfaction with the school but have seen declines in the following areas:

- My child receives instruction that appropriately challenges him/her in English language arts
- My concerns about my child's safety are addressed in an appropriate and timely manner
- My child is positive about his/her experiences at school

These results support the academic and socio-emotional data provided previously and indicate a need to improve instructional practices, increase student engagement, and strength communication between home and school. This final need is specifically addressed in the Turnaround Model through the implementation of socio-emotional and community-oriented services and support.

#### Focus Group Data

Focus group data provided the greatest insight into the needs of the school and input on the selection of the intervention model.

Student focus groups were conducted with representatives from each grade level, ethnicity, academic record, and socio-economic status. Students were asked a series of questions, provided on page 4. The importance of connection was the primary response to all three questions, students appreciate when teachers “know them beyond the classroom” this makes them feel they can “trust” the teachers and adults on campus, and students indicated they appreciate the smallness of Encina. Students also indicated the importance of technology integration and “real work” application of the curriculum so that it has “meaning to their futures”. Students also indicated that they would like the classroom to be more “fun” “engaging” and “creative”. Students’ responses support the selection of the Turnaround Model and are reflected in the implementation chart with a focus on 21<sup>st</sup> century competencies, academic discourse, Habits of Mind, and Project Based Learning.

Finally, students expressed concerns about the media’s and public’s perception of Encina. One student said that “people who succeed here don’t tell people they go to Encina. This concern about the perception of Encina was also expressed in the parent and teacher focus groups and is reflected in the implementation plan by providing resources to support an external public relations consultant.

Parents echoed many of the students’ comments and included a desire to develop Encina as a “center of the community”, as a “kitchen table” as one parent put it. This would provide opportunities for increased communication with the school and between parents. Parents also indicated that they would like more opportunities to celebrate families and support the implementation of home visitation to get to know the families and identify their “wealth of knowledge”. Parents also indicated that they would like to see increased rigor at the school site including more advance placement and higher level mathematics courses. The implementation of a community resource center is a direct reflection of parent input into the selection of the model and the application development.

Teachers also echoed student concerns regarding the outside world’s perception of Encina, many of them are questioned by their district colleagues as to why they still remain at Encina. Teachers also expressed the desire to have a stronger voice in the governance of the school site, greater opportunities for collaboration, and better support from administration. Teachers also shared concerns about the structure of counseling and support services and home-school communication. Somewhat surprisingly the teachers were fully supportive of the reconstitution of administration and staff at the school. As one teacher put it “we need to make sure that everyone at the site is committed, at the same level, to the work we need to do”. Teachers’ comments are reflected in the implementation plan through increase collaboration time, leadership training and opportunities, professional learning, and shared governance structure. Teachers also provided extensive input on staff retention. In this process teachers indicated the importance of opportunities for teaming and favorable work conditions including the implementation of class size reduction, particularly for targeted core

subjects.

### **iii. Demonstration of Capacity to Implement Selected Intervention Models**

Response:

Details regarding the district use of resources and SIG funds to support Turnaround at Encina High School can be found in the Implementation Chart (Form 10) and throughout this narrative.

Specifically, the district has provided narrative in the needs, selection of intervention, alignment of resources, sustainability, and consultation with relevant stakeholders selections of this narrative that indicate a high level of stakeholder involvement in the selection of the intervention model and in the development of this application. This strong connection with a wide range of perspectives will continue throughout the grant through the work of the Encina Design Team in year one and the Leadership Team in years two and beyond. The district has used Design Teams in all of its reconstitution efforts. These teams consist of administration, teachers, parents, students, and community members. The team will be charged with refining the implementation plan during the first year. They will examine best practices, visit successful High Poverty/ High Performing schools, attend educational conferences and gather additional data from the community to identify assets that can be used to further support the work of the school. In year two of the grant the Encina Design Team will transition into the site Leadership Team, creating a shared governance model that includes administrative and teacher leaders who will work closely with all staff, students, and community members to continue to refine program implementation. The Leadership Team model was developed in consort with the district's teachers' union and will continue beyond funding. Leadership Teams are supported by district general funds.

Additionally, the district will provide both fiscal and personnel support to Encina in the provision of services and activities and in oversight of the program implementation. The district will use Title I funding to support additional teachers and coaches at the site. Title II funds that are used for professional development activities, support the district's Office of Professional Learning and Innovation. This Office has nine teachers on special assignment who have curriculum expertise, lesson study skills, and technology integration skills. They will work, along with site based personnel, to build the capacity of Encina's administration and staff. The district will also continue to support the implementation of *DataDirector* at the site

The district's Office of Secondary Schools, including both the Director of Secondary and the Assistant Superintendent of Secondary will have primary oversight of the school and will actively participate during the first year with the Design Team to identify and align resources in support of change, provide opportunities for leadership development, and provide the administrator with flexibility and control over staffing, scheduling, budget, and curriculum

SIG funding will be used to supplement the district support of the school site by providing additional personnel and external providers that will assist us in developing the

capacity of the school staff to meet the needs of students now and beyond funding.

Finally, collaboration with Union, as indicated above, has been central to our work with Encina High School. The district and the union began collaborative conversations with Encina staff prior to the release of the Persistently Low Performing Schools List, and have continued to work closely in the development of this application. District staff and union representation worked together to select the new site principal and vice principals, and select members of the Design Team. They are also working with the district to develop a memorandum of understanding detailing additional roles and responsibilities of staff in the Turnaround of Encina.

The San Juan Unified School District currently has only one school on the Tier II list and no schools on Tier I.

#### **iv. Recruitment, Screening, and Selection of External Providers**

Response:

The district will require all external providers to participate in a RFP process to determine qualifications and ability to work with the district and other partners in support of the school site.

As part of the RFP process the district will clarify goals and expected outcomes for partnership and publicize the project scope of work. During the initial screening process, applicants will be required to provide details regarding experience, qualifications, and record of effectiveness in addressing the goals and expected outcomes associated with the project. Additionally, applicants will be required to provide detailed activities and a project timeline outlining how they will address the project scope of work and meet any deadlines for required deliverables.

The Request for Proposals will be screened by the Encina Design Team using an established rubric. An interview will be scheduled with the top three candidates and will be conducted by members from the Encina Design Team, including the principal, the Assistant Superintendent of Secondary, the Director of Assessment, Evaluation, and Planning, the Director of Professional Learning and Innovation, and the Chief Academic Officer. Applicants will be asked to discuss previous experience in supporting school change efforts, experience working in consort with other external providers, and to provide references from both the school site and district level.

In addition to the application and interview process all applicants for external evaluator will be required to abide by Board Policy 2301 Conflict of Interest code – External Evaluators. Specifically, under this policy, external evaluators are expected to:

- Work with the utmost integrity and impartiality in carrying out their evaluation responsibilities
- Encourage and assist schools in the consideration of a variety of alternatives with respect to programs, materials, or services and not advocate for specific programs, materials or service
- Work actively to avoid the appearance of an conflict of interest

- Resign if an real or apparent conflict of interest develops during the period of the evaluation

**v. Alignment of Other Resources with the Selected Intervention Models**

Response:

As indicated on Form 10 Implementation chart for Tier I or II Schools, the district will provided additional personnel and financial resources in support of full implementation of the Turnaround Model. Specifically the district will provide the following resources by required component.

Replace the Principal

The District Office of Secondary Education, the Human Resources Department, Teachers Union Representatives, parents, and students worked together to identify an select a new site principal. The Office of Secondary Education will work closely with the new principal, prior to the start of school and throughout the year to develop an understanding of district policies, budget, and support services to ensure that he has all of the information necessary to begin the school year. The Assistant Superintendent for Secondary Education will provide direct supervision to the site principal.

Review and Select Staff

Again, the primary resources used to support the selection of new staff are personnel. This includes time spent in the selection and interview process by district staff, site administration, union representation, students, and parents. The Department of Human Resources supports the selection and interview process by setting up the interviews, contacting candidates, and processing all necessary paperwork.

Implement Strategies to recruit, place and retain staff

Recruitment and placing of staff is support by the Department of Human Resources and includes all activities described above. The Department uses resources to advertise employment opportunities and when necessary recruit candidates from outside of the district.

Additional resources will be used to support collaborative planning time for teachers, though the use of banked minutes teachers will have an additional 1.5 hours per week for collaboration and professional learning.

Select and Implement an Instructional Model, Professional Development, and Continuous use of Data

Instructional support strategies will be supplemented by site and district Title I funds, and Title II funding. Specifically, Title I will be used to support an additional teacher for class size reduction and an instructional coach for the site. Title II funds, that support the Office of Professional Learning and Collaboration, will be used to provide ongoing

technical assistances to the site.

Additionally, general funds will continue to support the use of *DataDirector* and the Office of Assessment Evaluation and Planning will provide ongoing technical assistance in the use of *DataDirector*, data analysis, and project monitoring

Increase learning time

Resources from Encina's 21<sup>st</sup> Century ASSETs grant will be used to provide an additional 3 hours per day of extended learning time for students.

Provide socio-emotional and community oriented service and support

Community oriented services will be supported by the district's Office of Admissions and Family Services. This office coordinates and supports students identified as homeless, and refugee students. McKinney Vento funding and Refugee Student Assistance grants provide additional resources to students and their families. Additionally, the Family and Community Resource Center, created using funds from this grant, will seek additional resources and partnerships within the community to support the selected intervention model.

**vi. Alignment of Proposed SIG Activities with Current DAIT Process (if applicable)**

Response

The San Juan Unified School District is not currently part of a DAIT Process

**vii. Modification of LEA Practices or Policies**

Response:

Based on the district's past experience with reconstitution of school sites we anticipate needing to make modifications to our certificated collective bargaining agreement in order to ensure that staff is committed to doing the work necessary to turn around the school. The process established includes meeting with union representation to outline the terms of a memorandum of understanding (MOU) regarding additional work hours and expectations of teachers at reconstituted school sites. The district is currently engaged in the development of the MOU for Encina.

Future modifications to policies and practices, as identified by site administration and school leadership, will require that staff identify research that supports the change in practice and the need the change addresses. The site will also be required to identify which school/community stakeholder groups will be affected by the change and what are the expected outcomes of the change. This information will be communicated to stakeholder groups for feedback and final determination of acceptance of the changes.

The district fully realizes that there will likely be times when administration will need to enact a change quickly, in order to address an immediate barrier to learning. This will



be an acceptable practice, as long as student safety is maintained and the process detailed above is followed, after the incident, to determine if the revised practice should be maintained.

**viii. Sustainment of the Reforms after the Funding Period Ends**

Response:

In order to ensure sustainment of reforms beyond funding we have developed an implementation plan that is focused on building site leadership and capacity to ensure that reforms continue. The three year plan uses external support providers, internal resources, and development of staff peer collaboration and peer coaching skills all designed to retain highly qualified administration and staff that will have the instructional knowledge and skills to recognize powerful instruction, address issues of equity, design and lead professional learning, use data to inform instructional decisions, and target additional resources to support instructional programs. Specifically this will occur through leadership training identified in, lesson study, job embedded professional development, content coaching, development of data literacy, and opportunities for collaboration.

Additionally, the Family and Community Resources Center will work to engage parents and community resources in support of the instructional program. The Coordinator will identify community resources and facilitate the establishment of formal linkages, develop a Parent University to support parent and community development, and mobilize the community to problem solve to meet student and community needs. Further, the coordinator will ensure that resources are coordinated to maximize support services and that the community is an integral part of the site based decision-making.

The implementation plan also contains resources to support the development of a public relations and marketing plan. This plan will be put in place to not only support increased enrollment and retention of students and families, which provides additional resources to the school, but also to further develop community partnerships and identify additional funding to support instructional programs.

Additional funding streams that support sustainability beyond the SIG funding are discussed in section v, Alignment of Resources.

The district plans to seek a waiver to expand program implementation to June of 2013.

**ix. Establishment of Challenging LEA Annual School Goals for Student Achievement**

Response:

The following goals were identified for Encina High School in consultation with staff, student, parents, and community.

- Increase CAHSEE proficiency rates for 10<sup>th</sup> grade students by 10% annually in English language arts and mathematics
- Increase the total number of 10<sup>th</sup> graders scoring a 3 on the CAHSEE writing assessment by 10% annually

- Forty percent of non-proficient students will increase one or more performance levels per year in English language arts on STAR
- Forty percent of non-proficient students enrolled in Algebra I or below, will increase one or more performance levels per year in mathematics on STAR
- Forty percent of students not yet fluent on CELDT will increase one or more levels per year

Monitoring of the annual goals for student achievement will be the responsibility of the school leadership team in conjunction with the Office of Assessment, Evaluation, and Planning. Assessments will be administered multiple times per term with identified time for teachers and administration to collaborate around results, student work, and instructional changes.

Progress towards meeting annual goals will be monitored throughout the year using locally developed common assessments aligned to standards upon which STAR and CAHSEE are based. The leadership team will review student achievement data on a monthly basis including results of site assessments, classroom observations, student work samples, and summative state assessments. The leadership team, using protocols based on the identified improvement areas, will identify best practices and objectives for the next instructional period.

Data from the February administration of the CAHSEE will be reviewed by the team in April of each year, spring STAR results will be reviewed in August and data from the fall CELDT will be reviewed in November.

**x. Inclusion of Tier III Schools (if applicable)**

Response:

The San Juan Unified School District is not including any Tier III schools in this application.

**xi. Consultation with Relevant Stakeholders**

Response:

As discussed in the needs analysis section the district engaged a wide range of relevant stakeholders to review data, identify needs, provide input on selection of an intervention model, and support the development of this application. The process included the presentation and review of relevant data followed by a discussion using the essential questions identified on page 4 of this narrative. The following consultation meetings occurred, beginning in December of 2009\*.

12/4	BC written for Encina Restructuring
12/21	Encina Redesign form written in collaboration with Tom Alves Executive Director, San Juan Teachers Association

2/11	Meeting with Encina Staff to review redesign
4/14	Encina Design Team Planning Meeting
4/30	HS Superintendents Parent Advisory Council Meeting at Encina
5/7	SIG Writing Team Meeting ( Roger Stock, Stacy Spector, Donna O'Neil, Bruce Armes, Joe Wood
5/12	SIG Writing Team
5/18	Encina Site Council and ELAC Meeting
5/19	Meet with State and Federal Program Office to identify additional resources to support Encina
5/21	SIG Focus Group with Staff, parents and students
5/25	Board Workshop at Encina Board Meeting District Office
5/26	SIG Writing Team meeting
6/2	Meet with Board Advisory, Curriculum Standards, and Instruction Committee
6/9	Meeting with Encina Staff – introduce new Principal.
6/11	Meeting with Tom Alves, Executive Director SJTA to review application
6/28	SIG Writing Team

- These meetings began prior to release of the list of persistently low performing schools because the school site staff, district staff, and teachers union all recognized that earlier work done at Encina failed to produce sustained improvement in student achievement.

Minutes from public meetings are provided as an attachment to this narrative

Details on specific input received during the analysis and review process can be found in section ii Selection of Intervention Model. All input was incorporated into the SIG implementation plan in order to support a comprehensive approach to school improvement and to ensure that all stakeholders recognize their input and role in the turnaround process.

**SIG Form 4a–LEA Projected Budget****LEA Projected Budget***Fiscal Year 2010–11*

Name of LEA: San Juan Unified School District	
County/District (CD) Code: 34 67447	
County: Sacramento	
LEA Contact: Roger Stock	Telephone Number: 916 971-7119
E-Mail: roger.stock@sanjuan.edu	Fax Number: 916 971-7686
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1999	Non-Contractual Time – Principal	\$10,349.64		
	Turnaround Specialist Office of Professional Learning and Innovation	\$95,000	\$95,000	\$95,000
2000–	Classified Personnel Salaries	0	0	0
2999				
3000–	Employee Benefits			
3999	Certificated @ 14% plus \$9,064 health and Welfare	\$24,544.54	\$22,384	\$22,384
	Classified @ 26.4% plus \$7,152 Health and Welfare			
4000–	Books and Supplies	0	0	0
4999				
5000–	Services and Other Operating Expenditures			
5999	External Evaluation	\$50,000	\$50,000	\$50,000
6000–	Capital Outlay	0	0	0
6999				
<b>Subtotal</b>		<b>179,894.18</b>	<b>\$167,384</b>	<b>\$167,384</b>
7310 & 7350	Indirect Costs @2.94% ( includes LEA and School Total)	\$39,400.76	\$40,062.84	\$34,592.68

<i>Total Amount Budgeted</i>	\$219,294.94	207,446.84	201,976.68
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# SIG Form 4b–School Projected Budget

## School Projected Budget

*Fiscal Year 2010–11*

Name of School: Encina High School	
County/District/School (CDS) Code: 34 67447 3432838	
LEA: San Juan Unified School District	
LEA Contact: Roger Stock	Telephone Number: 916 971-7119
E-Mail: roger.stock@sanjuan.edu	Fax Number: 916 971-7104
SACS Resource Code: 3180 Revenue Object: 8920	

Object Code	Description of Line Item	SIG Funds Budgeted		
		FY 2010–11	FY 2011–12	FY 2012–13
1000–	Certificated Personnel Salaries			
1999	Non-Contractual Time Principal and Vice Principal		\$17249.80	\$17249.80
	Site Program Manager (1 FTE)	\$95,000	\$95,000	
	Instructional and Data Coaches (2 FTE)	\$190,000	\$190,000	\$190,000
	Certificated Teachers (2 FTE)	\$170,000	\$170,000	\$170,000
	Extra Assignment Pay @ \$35/hour	\$72,062	\$72,062	\$72,062
	Sub Costs @ 125/day including benefits	\$7,500	\$7,500	\$7,500
	Staff Stipends @ \$5,000 (no benefits)	\$100,000	\$100,000	\$100,000
	Staff Incentives	\$10,000	\$10,000	\$10,000
	<b>Subtotal Classified</b>	<b>\$764,562</b>	<b>\$781,841.80</b>	<b>\$686,811.80</b>
2000–	Classified Personnel Salaries			
2999	Coordinator Family Resource Center	\$65,000	\$65,000	\$65,000
3000–	Employee Benefits			
3999	Certificated @ 14% plus \$9,064 health and Welfare	\$119,220	\$119,220	\$119,220
	Classified @ 26.4% plus \$7,152 Health and Welfare	\$24,306	\$24,306	\$24,306
4000–	Books and Supplies			
4999	Supplemental materials and supplies	\$12,000	\$17,000	\$17,000

5000– 5999	Services and Other Operating Expenditures			
	Travel/Conference	\$50,000	\$72,500	\$12,500
	Contractual	\$122,780	\$113,030	\$82,000
	Rental/Leases	\$2,400	\$2,400	\$2,400
6000– 6999	Capital Outlay	0	0	0
7370 & 7380	Transfers of Direct Support Costs	0	0	0
<i>Total Amount Budgeted</i>		\$1,040,268	\$1,075,297.80	\$889,237.80

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## SIG Form 5a–LEA Budget Narrative

### LEA Budget Narrative

Provide sufficient detail to justify the LEA budget. The LEA budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include LEA budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name:** Encina High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Provide opportunity for new principal to develop an understanding of the district and how we will support rapid improvement prior to contact beginning (18 days year one only, 10 days year two and three)	\$10,349.64	1000
Office of Professional Learning and Innovation provides ongoing technical support and oversees all professional development activities and district support services (1FTE Turnaround Specialist – 225 days x 3 years)	\$285,000	1000
Benefits @ 14% of salary plus \$9,064	\$24,544.54	3000
External evaluator to design case study of work at school and monitor progress towards meeting goals (\$50,000 per year x 3 years)	\$150,000	5000
Indirect Cost Rate @ 2.94% (include total LEA and School Budget)	\$114,056.28	7000

## SIG Form 5b–School Budget Narrative

### School Budget Narrative

Provide sufficient detail to justify the school budget. The school budget narrative page(s) must provide sufficient information to describe activities and costs associated with each object code. Include budget items that reflect the actual cost of implementing the selected intervention models and other activities described for each participating school. Please duplicate this form as needed.

**School Name:** Encina High School

Activity Description (See instructions)	Subtotal (For each activity)	Object Code
Provide opportunity for new principal to develop an understanding of the district and how we will support rapid improvement prior to contact beginning (18 days year one only (see LEA budget), 10 days year two and three)	\$13,900	1360
Provide opportunity for new vice principal staff to work with site administrator prior to the start of school (ten days, two administrators, year one, two and three)	\$27,800	1360
Interview and select, using district adopted competencies, a program manager to operationalize facilities and budget to support instructional program. (Site Program Manager 1 FTE 2 years only)	\$234,768	1300
Instructional and Data coaches in ELA and mathematics to support lesson study and job embedded best instructional practice (2 coaches paid by grant, 1 coach paid by Title I)	\$570,000	1300
Reduce class size in 9 <sup>th</sup> and 10 <sup>th</sup> grade ELA and mathematics (18:1 ratio) (2 FTE x 3 yrs grant 1 FTE x 3 years Title I)	\$510,000	1100
<b>Teacher Extra Assignment Pay</b> Ninth grade summer jump start program for all incoming 9 <sup>th</sup> graders. (2 weeks in summer 3hrs/day x 35/.hr x 8 days x 4 teachers x 2 summers)	\$6,720	1160

Targeted support for proficiency on CAHSEE (4 Saturdays prior to each CAHSEE administration (4days x 4 hrs./day x 3/year x \$35/day x 5 teachers)	\$8,400	1160
Targeted support for English learners (2 week summer reader/writer workshop 3hrs/day x 35.hrs x 8 days x 4 teachers conducted off campus x 2 summers)	\$6,720	1160
Online Credit Recovery ongoing throughout the school year beyond school day/year (Extra assignment 1teacher x35/hr x176hrs.year)	\$18,480	1160
Implement Home Visitation program (two visitations/year for incoming Freshman to support transition to high school and two visitations/year for Juniors to support transition to post secondary 2x35/visit x 2x 400)	\$168,000	1160
Total Extra Assignment	\$208,320	1160
<b>Sub costs</b>		
Release time to support ELA and mathematics lesson study ( 3 (three) day sessions per month x 6 subs/month x 3 years)	\$22,500	1170
<b>Stipends and Incentives</b>		
Incentives for professional learning by all staff (certificated and classified) including national certification and certifications in area of expertise (\$1,000 X 10 staff per year)	\$30,000	1000
Opportunities for additional collaboration and Professional learning, collaboration activities (stipend of \$2,000 X 50 (includes both certificated and classified staff) for summer and school year work as determined in MOU with teachers union) in support of instructional model including planning and implementation of:	\$300,000	1000
<ul style="list-style-type: none"> <li>• 21<sup>st</sup> century competencies</li> <li>• Disciplinary Literacy</li> <li>• Academic Discourse</li> <li>• Habits of Mind</li> <li>• Project Based Learning</li> <li>Exhibition of student learning</li> </ul>		

<b>Classified Salary</b>		2300
Family and Community Resource Center to provide an ongoing mechanism for community and family engagement (1FTE coordinator x 3 years) including:	\$267,918	
<b>Benefits</b>		
Certificated 2 14% plus \$9,064 health and welfare	\$357,660	3000
Classified @ 26.4% plus \$7,152 health and welfare	\$72,918	3000
<b>Materials and Supplies</b>		
Materials and supplies to develop and implement "First Month Plan" For all Students to create shared learning and build a culture of collaboration between students and staff	\$6000	4300
Supplemental materials and supplies to support summer program(s) (English learner program, jump start summer school program	\$10,000	4300
Materials and supplies to support family resource center for parent outreach and activities	\$15,000	4300
Materials and supplies to support development and implementation of Parent University	\$15,000	4300
<b>Total materials and supplies</b>	<b>\$46,000</b>	
<b>Travel Conference</b>		
Summer data and assessment conference year two and year three to support assessment literacy of staff and build sustainability (3 day institute 8 teachers and 2 administrators year one and two)	\$35,000	5200
Provide opportunities for design team/leadership team to observe successful turnaround schools and best practices through site visitation virtual visitations and conference attendance( \$50,000 per year x two years)	\$100,000	5200

<b>Rentals/Lease</b>		5600
Space Rental – CAHSEE support and English learner summer support	\$7,200	
<b>Contractual</b>		5800
Implement advanced <i>Data Director</i> item bank, which stores teacher-created items to facilitate development and use of common formative assessments, both selected response and performance assessment. (\$2.50/students x 700 students year one and 800 students in year 2 and 3)	\$5,750	
<b>Training</b>		5800
Training in community organization External provider to support capacity building in equity based data analysis (year 1)	\$10,000	
Leadership training in youth development and creating collaborative cultures with youth and community organizations (years 2 and 3)	\$60,000	
Team building activities for all staff (Contract with outside provider \$200/staff member x 50 staff x 3 years)	\$30,000	
<b>External Providers</b>		5800
Contract with external public relations firm to design public relations and marketing campaign (\$40,000/year x 2 years)	\$80,000	
Provide opportunities for design team/leadership team to connect with national organizations doing turnaround work (\$2,000 per year x 3 years)	\$6,000	
External provider to support implementation and leadership development of administration and design/leadership team to ensure effective change occurs and build site capacity. (\$50,000/year x 3 years)	\$150,000	

## Waivers Requested

The LEA must check each waiver that the LEA will implement (see page 28 for additional information). If the LEA does not intend to implement a waiver with respect to each applicable school, the LEA must indicate for which school(s) it will implement the waiver on:

- ☒ Extending the period of availability of school improvement funds.

Waive section 421(b) of the General Education Provisions Act (20 U.S.C. § 1225(b)) to extend the period of availability of school improvement funds for the LEA to September 30, 2013.

**Note:** If the SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs receiving SIG funds.

- ☒ “Starting over” in the school improvement timeline for Tier I and Tier II schools implementing a turnaround or restart model.

Waive section 1116(b)(12) of the ESEA to permit the LEA to allow its Tier I and Tier II schools that will implement a turnaround or restart model to “start over” in the school improvement timeline. (**Note:** This waiver applies to Tier I and Tier II schools only)

- ☐ Implementing a schoolwide program in a Tier I or Tier II school that does not meet the 40 percent poverty eligibility threshold.

Waive the 40 percent poverty eligibility threshold in section 1114(a)(1) of the ESEA to permit the LEA to implement a schoolwide program in a Tier I or Tier II school that does not meet the poverty threshold. (**Note:** This waiver applies to Tier I and Tier II schools only)

# SIG Form 9–Schools to Be Served

## Schools to be Served

Indicate which schools the LEA commits to serve, their Tier, and the intervention model the LEA will use in each Tier I and Tier II school. For each school, indicate which waiver(s) will be implemented at each school. **Note:** An LEA that has nine or more Tier I and Tier II schools can only use the transformation model in 50 percent or less of those schools. (Attach as many sheets as necessary.)

SCHOOL NAME	CDS Code	NCES Code	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)				WAIVER(S) TO BE IMPLEMENTED		PROJECTED COST
						Turnaround	Restart	Closure	Transformation	Start Over	Implement SWP	
Encina High School	34 67447 3432838	063462005778		X		X				X		\$3,954,121.30

## SIG Form 10–Implementation Chart for a Tier I or Tier II School

### Implementation Chart for a Tier I or Tier II School

Complete this form for each identified Tier I and Tier II school the LEA intends to serve. List the intervention model to be implemented. Include the required component acronym, actions and activities required to implement the model, a timeline with specific dates of implementation, the projected cost of the identified activity, the personnel and material federal, local, private and other district resources necessary, and the position (and person, if known) responsible for oversight.

School: Encina Preparatory High School Tier: I or II (circle one)						
Intervention Model: <input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: <u>  1  </u> LEA <u>  5  </u> School <u>      </u> Other						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School      LEA		Resources	Oversight
<b>Teachers and Leaders</b>						
RP	<i>Replace site principal</i>	May 24, 2010	0	0	District's High School Office, Human Resources Department, and Interview panel consisting of teachers other administrators, and teachers union representation	Roger Stock, Asst. Sup. Secondary
RP	Interview and select using district adopted competencies					
RP	Provide opportunity for new principal to develop an understanding of the district and how we will support rapid improvement prior to contact beginning (18 days year one only, 10 days year two and three)	June 7 – July 15, 2010	\$13,900 year two and three	\$12,510. year one		
RP	Provide opportunity for new vice principal staff to work	July 26	\$27,800			Roger Stock, Asst. Sup.



RP	with site administrator prior to the start of school (ten days, two administrators, year one, two and three)  Interview and select, using district adopted competencies, a program manager to operationalize facilities and budget to support instructional program	2010– July 30,2013  July 1, 2010 – June 30, 2011	\$117,384 X 2 years Total \$234,768			Secondary  Site Principal  Site Principal Site Design Team
SS	Review and select staff, using adopted core competencies, hiring no more than 50% of staff	June 2010 – August 2010	\$0	\$0	District's High School Office, Human Resources Department.	Site administrator  Design Team
SS	Develop MOU with teachers union to articulate additional work expectations for staff	June 2010 – August 2010				
RPR	<i>Implement Strategies to recruit, place, and retain staff</i>  Incentives for professional learning by all staff (certificated and classified) including national certification and certifications in area of expertise (\$1,000 X 10 staff per year	August 30, 2010 – June 30, 2013	\$10,000/ year x 3 years Total \$30,000		Human Resources Department including resources to support national board certification	Site administration Leadership team Human Resources
RPR	Opportunities for additional	August 30,			Additional 1.5 hours of collaboration per	Site

RPR	collaboration and Professional learning, collaboration activities (stipend of \$2,000 includes summer and school year work as determined in MOU with teachers union) in support of instructional model including planning and implementation of: 21 <sup>st</sup> century competencies Disciplinary Literacy Academic Discourse Habits of Mind Project Based Learning Exhibition of student learning	2010 – June 30, 2013	\$100,000 per year x 3 years Total \$300,000		week paid for by banking instructional minutes	administration Leadership team
	Team building activities for all staff (\$200/staff member x 50 staff x 3 years)	August 30, 2010 – June 30, 2013	\$10,000/ year x 3 years Total \$30,000			Site administration Leadership team

School: Encina Preparatory High School Tier: I or II (circle one)  Intervention Model: <input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation  Total FTE required: <u>  1  </u> LEA <u>  5  </u> School <u>      </u> Other <u>      </u>						
Required Component Acronym	Services & Activities	Timeline	Projected Costs School      LEA		Resources	Oversight
<b>Instructional Support Strategies</b>						
IP	<i>Select and implement an instructional model based on student needs to include:</i>  21 <sup>st</sup> century competencies (emphasis on expository writing and reading of non-narrative texts) Disciplinary literacy Habits of Mind Instructional Rounds Academic Discourse	August 30, 2010 – June 30, 2013 and ongoing beyond grant	Covered by stipend and additional collaborative time detailed above			Site administration Leadership Team Office of Professional Learning and Innovation
IP	Develop “First Month Plan” For all Students to create shared learning and build a culture of collaboration between students and staff	August 1, 2010 – June 30, 2013 and ongoing beyond grant	\$2,000 x 3 years materials and supplies to support shared learning included supplemental texts Total \$6,000			Site administration Lead Counselor

IP/RPR	Reduce class size in 9 <sup>th</sup> and 10 <sup>th</sup> grade ELA and mathematics (18:1 ratio) (3 FTE teachers)		\$193,836/year x 3years Total \$581,508		Third teacher paid for with title funds (\$96,918 x 3 years)	Site administration Leadership Team
PD/RPR	<i>Provide job embedded professional development</i>  Teacher Collaborative Planning Time (detailed in Teachers and Leaders section under RPR strategies)		Additional stipend for collaboration detailed in previous section		Additional collaborative planning time provided through banked minutes	Site administration Leadership Team
PD	Instructional coach in ELA and mathematics to support lesson study and job embedded best instructional practice	August 30, 2010 – June 30, 2013 and ongoing	\$117,384 per year x three years Total \$352,152		Additional coach paid for using site Title I funds (\$117,384 per year x three years Total \$352,152)	Office of Professional Learning and Innovation
PD	Release time to support ELA and mathematics lesson study work (3 three day sessions per month 6 subs.month years 1,2,3)	August 30, 2010 – June 30, 2013	\$7,500 per year Total \$22,500		Office of Professional Learning and Innovation to provide	
PD	Summer work as part of	Summer 2011	See cost in			

	professional learning activities detailed in RPR section above. Work will be based on instructional learning goals determined each year by site Leadership Team	Summer 2013	RPR section above		additional support	
SD	<i>Ensure continuous use of data to inform and differentiate instruction</i>  Continue implementation and use of <i>Data Director</i> data management system to support continuous access and review of data	Ongoing (implemented beginning in 2007)			Support from Office of Assessment, Evaluation and Planning  <i>Data Director</i> System supported by general funds	Site administration  Leadership Team
SD	Implement advanced <i>Data Director</i> item bank, which stores teacher-created items to facilitate development and use of common formative assessments, both selected response and performance assessment.	August 2010-June 2013	\$2.50/students x 700 students = \$1,750 year one 800 students year two and three, \$4,000 Total \$5,750			Office of Assessment Evaluation and Planning
SD	External provider to support capacity building in equity based data	3 x/year beginning Aug 30, 2010-	\$20,000/year three years Total= \$60,000			Site

	analysis	June 30,2013				administration
SD	Additional summer work year two and year three to support assessment literacy of staff and build sustainability (3 day institute 8 teachers and 2 administrators year one and two)	Summer 2011 Summer 2012	\$1,250 per person x 10 people = \$12,500 per year x 2			Leadership Team
SD	Provide support for teachers to implement a cycle of examining student work, tasks assigned, and content addressed in order to inform and differentiate instruction to meet the needs of all students and build teacher and administrative capacity to support work beyond funding. (1 FTE Data Coach X 3 years)	August 30, 2010 – June 30, 2013	\$117,384 per year x three years Total \$352,152			Office of Assessment Evaluation and Planning

School: Encina Preparatory High School Tier: I or II (circle one)						
Intervention Model: <input checked="" type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input type="checkbox"/> Closure <input type="checkbox"/> Transformation						
Total FTE required: <u>  1  </u> LEA <u>  5  </u> School <u>      </u> Other						
	Services & Activities	Timeline	Projected Costs School      LEA		Resources	Oversight
<b>Time and Support</b>						
ILT	<i>Provide Increased Learning Time</i>  All students have access to afterschool academic enrichment and support (3 hrs/day x 5 days total 600 hrs)	Ongoing thru 2014			21 <sup>st</sup> Century ASSETS grant funds (program is currently funded through 2014 \$250,000 per year)	Site administrator After School Programs Office
ILT	Ninth grade summer jump start program for all incoming 9 <sup>th</sup> graders. (2 weeks in summer 3hrs/day x 35/.hr x 8 days x 4 teachers	Summer 2011 Summer 2013	\$3,831per summer x 3 summers = \$11,493			Site administrator Lead Counselor
ILT	Targeted support for proficiency on CAHSEE (4 Saturdays prior to each CAHSEE administration (4days x 4 hrs./day x 3/year x \$35/day x 5 teachers)	Sept. 2010 – June 2013	Supplemental materials and supplies \$2,000/yr Total=\$6,000  \$9,577 Per year three years Total \$28,731 Space rental \$800/year x 3			Site administrator Lead Counselor

ILT	Targeted support for English learners (2 week summer reader/writer workshop 3hrs/day x 35.hrs x 8 days x 4 teachers conducted off campus	Summer 2011 Summer 2012	years Total \$2,400  \$3,831per summer x 3 summers = \$11,493  Space rental \$1,600/year x 2 years\$3,200  Supplemental materials and supplies targeted extended learning \$3,000/year total=\$9,000			Site administrator Lead Counselor
ILT	Online Credit Recovery ongoing throughout the school year beyond school day/year (\$200/course x 60 courses/year) (Extra assignment 1teacher x35/hr x176hrs.year)	Nov 2010 – June 30, 2013	\$7,023 x 3 years total= \$21,069		Site and District supplemental funds to support course costs \$12,000/year x 3 years = \$36,000	Site administration Lead Counselor Tech Services
	<i>Provide socio-emotional and community oriented services and support</i>					



SCO	Family and Community Resource Center to provide an ongoing mechanism for community and family engagement (1FTE coordinator x 3 years) including:	August 30, 2010 – June 30, 2013	\$89,306/ year x 3 years Total \$267,918		Office of Family and Community Support will provide additional technical assistance for resource center and home visitation	Site administration Lead Counselor
SCO	Implement Home Visitation program (two visitations/year for incoming Freshman to support transition to high school and two visitations/year for Juniors to support transition to post secondary)	August 30, 2010 – June 30, 2013	2 teachers x \$35/visit x 2 visits/yr x 400 students Total \$56,000/yr Total \$168,000			Site administration Lead Counselor
SCO	Identify community resources and facilitate the establishment of formal linkages and pro-family collaborations (Year one and ongoing)	August 30, 2010 – June 30, 2013	\$5,000/ year (materials and supplies) total \$15,000			
SCO	Mobilize parents and community to problem solve related to student needs (training in community organization for staff year one)	August 30, 2010 – June 30, 2013	\$10,000 community organization training			
SCO	Ensure that newly linked resources are coordinated and increasingly integrate	August 30, 2011 – June 30,	Cost of			Site administration

SCO	with existing programs (year two and ongoing)	2013	coordinator			Lead Counselor
SCO	Create a structure for shared governance between community-based organizations, site support services, students, and site administration (leadership training year two and ongoing)	August 30, 2011 – June 30, 2013	Leadership training and coaching for staff \$25,000 year two Ongoing technical support \$5,000 per year x 2 years Total \$10,000			Site administration  Leadership team
SCO	Design and Implement Parent University to further develop the abilities and expertise of parents and community (Year two and ongoing)	August 30, 2011 – June 30, 2013	Cost of coordinator  \$5,000/ year (materials and supplies) total = \$10,000			Site administration Coordinator Family Resource Center
SCO	Contract with external public relations firm to design public relations and marketing campaign	August 30, 2010 – June 30, 2012	\$40,000/year x 2 years Total \$80,000		District Public Information Office	Site administration District Office of Secondary Schools

School: Encina Preparatory High School Tier: I or II (circle one)

Intervention Model: ☒ Turnaround ☐ Restart ☐ Closure ☐ Transformation

Total FTE required: 1 LEA 5 School \_\_\_\_\_ Other \_\_\_\_\_

	Services & Activities	Timeline	Projected Costs School LEA		Resources	Oversight
<b>Governance</b>						
GS	<i>Implement new governance structure</i>  Create a District Office Professional Learning and Innovation to support Turnaround efforts	August 1, 2010 ongoing	\$0	\$0	District resources including general fund, Title II and Title I will be used to support this office	Director of Professional Learning and Innovation
GS	Site administration reports directly to Assistant Superintendent of Secondary Schools	July 1, 2010 and ongoing				Asst. Superintendent Secondary
GS	Review and select design team, using adopted core competencies, to support development and implementation of turnaround model and establish shared governance structure	May 2010-June 2011	\$0	\$0	Site administration and District Director of Secondary. Office of Professional Learning and Innovation will provide support to team	Site administration
GS	Team will consist of district	May 2011 –	\$0	\$0		San Juan Teachers Association  Director of Secondary  Asst. Superintendent Secondary

GS	and site administration, teachers, students, parents, and community members and will oversee development of turnaround implementation plan during the 2010-11 school year	ongoing				
GS	Team transitions to Leadership team consisting of site administration and elected staff members who share leadership over all professional development activities at the site	May 2011	\$0	\$0		Site administration San Juan Teachers Association Director of Secondary Asst. Superintendent Secondary
GS	Provide opportunities for design team/leadership team to observe successful turnaround schools and best practices through site visitation virtual visitations and conference attendance(\$50,000 per year x three years)	August 1, 2010 – June 30, 2012	\$50,000 X 2 years Total \$100,000			Office of Professional Learning and Innovation
	Provide opportunities for design team/leadership team to connect with national organizations doing turnaround work (\$2,000 per year, times three years)	August 1, 2010 – June 30, 2013	\$2,000 x 3 years Total \$6,000			
	<i>Grant operating flexibility to</i>					

GS	<i>school leader</i>  Provide administrator with flexibility and control over staffing, scheduling, budget, and curriculum	July 1, 2010 ongoing	\$0	\$0		Director of Secondary Schools
GS	Align resource allocation with school's instructional priorities	July 1, 2010 ongoing	\$0	\$0		Asst. Superintendent Secondary Schools
GS	External provider to support implementation and leadership development of administration and design/leadership team to ensure effective change occurs and build site capacity	August 1, 2010 – June 30, 2013	\$50,000 per year x 3 years Total = \$150,000			Office of Professional Learning and Innovation
GS	Examine current district policies and structures related to central control and make modifications as need to fully support site turnaround	July 1, 2010 ongoing	\$0	\$0	Support and time from Legal Services to review policies and structures	Asst. Superintendent Secondary Schools  Office of Legal Services
	<i>Ensure ongoing technical assistance</i>					

GS	External evaluator to design case study of work at school and monitor progress towards meeting goals	August 1, 2010 – June 30,2013		\$50,000 per year x 3 years Total \$150,000		
GS	Office of Professional Learning and Innovation provides ongoing technical support and oversees all professional development activities and district support services (1FTE Turnaround Specialist)	August 1, 2010 – June 30,2013		\$117,384 per year x 3 years Total \$352,152	Additional District resources including general fund, Title II and Title I will be used to support this office	